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EDU 345.50: Exceptionality and Classroom Management

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The University of Montana acknowledges that we are in the aboriginal territories of the Salish and Kalispell people. We honor the path they have always shown us in caring for this place for the generations to come.

EDU 345.50
Exceptionality and Classroom Management (CRN: 70729)
Fall 2021

Thursdays at 4:00pm to the following Friday at 11:59pm (Online)

Instructor: Scott Hohnstein, Ed.D.

Office: PJWEC 324

Virtual Office Hours: Thursdays 2:00 – 3:00
(or by arrangement)

Personal meeting room zoom link:

<https://umontana.zoom.us/j/3022763295>

Email: scott.hohnstein@mso.umt.edu

1. COURSE WELCOME AND DESCRIPTION:

Welcome to EDU 345: Exceptionality and Classroom Management! Thank you for enrolling in this class. I am honored to be working alongside you. This course is required for all secondary pre-service teachers and is a pre-requisite for counselor education graduate students. We will focus on elements of classroom management as well as strategies to optimize learning outcomes for students with and without exceptionalities in the general education classroom. This promises to be an enriching and productive semester!

2. COURSE OBJECTIVES:

Participants in this course will be able to:

- describe the dimensions and specific techniques related to classroom management;
- develop frameworks for implementing rules and procedures at the onset of the school year;
- identify the cognitive and behavioral characteristics of exceptionalities as well as the principles of the Individuals with Disabilities Education Act (IDEA);
- explain the function of Individual Education Programs (IEP) as well as Response to Intervention (RTI) strategies and discern the roles of the classroom teacher in each;
- cultivate instructional methods and adaptations as well as an array of curricular content including Indian Education for All to meet the needs of all learners;
- utilize resources supported by Universal Design for Learning (UDL) to embolden lessons that meet the needs of all learners;
- understand the key aspects of Positive Behavioral Interventions and Supports (PBIS);
- integrate Functional Behavioral Assessments (FBA) to support positive behavior;
- analyze classroom situations and justify effective management strategies to facilitate and maintain desirable classroom conditions;
- construct a personal classroom management plan.

3. INSTRUCTION AND ACCOMMODATIONS:

A variety of instructional methods will be used throughout this course including cooperative activities, discussions, learning modules, video, readings, and student-led presentations. Students who need individualized accommodations due to a disability are encouraged to contact the instructor or the Office for Disability Equity (<http://www.umt.edu/dss/>).

4. COURSE EXPECTATIONS:

All students will be expected to comply with the academic honesty policies described in the *University of Montana Student Conduct Code*. You can find this document at the following website: <http://www.umt.edu/student-affairs/dean-of-students/default.php>. Academic misconduct is subject to academic penalty and/or disciplinary sanction by the University.

Please note the schedule of readings and assignments on pages four and five of this syllabus. Please have readings and assignments completed by the beginning of class as listed. If you are unable to complete assignments by the scheduled due date, please make an alternative arrangement with Scott prior to the due date. When prior arrangements have not been made, points will be deducted for assignments that are late. Thank you for your attention to this procedure.

5. PERSON-FIRST LANGUAGE:

When referring to persons with disabilities, it is most respectful to use “person-first language.” This means that we emphasize the person before the disability. If you have questions or need to review the criteria for person-first language, please refer to the link online at <https://www.verywell.com/focus-on-the-person-first-is-good-etiquette-2161897>.

6. RECOMMENDED TEXTS:

Turnbull, A., Turnbull, R., Wehmeyer, M. & Shogren, K. (2020). *Exceptional Lives: Practice, Progress, and Dignity in Today's Schools* (9th ed.). Upper Saddle River, NJ: Pearson.

Note: Readings from this book and supplementary course material will be available through Moodle. You can access Moodle by visiting <http://umonline.umt.edu>.

COURSE RESERVE PROCEDURES

Copies of previous editions of our *Exceptional Lives* text as well as other resources are available to check out and reserve for this class. If you would like to reserve a book, please email Scott.

7. LEARNING ACTIVITIES:

First Days of School Plan (8% of course grade):

Please describe an introductory activity you will use in your classroom and compose rules as well as procedures that you will teach. Also, please design a brief lesson plan for one of these procedures. Lastly, please select two quotes that characterize your approach to classroom management. Counselor Education students will complete a variation of this activity. Think positively.

Learning Module Assessment for Assistive Technology: An Overview (5% of course grade):

Please complete the learning module entitled *Assistive Technology: An Overview*. You can access this module by finding the Resource Locator page on the IRIS Center website at <http://iris.peabody.vanderbilt.edu/resources.html>. Please compose answers to the seven questions in the Assessment section at the end of the module. Engage technology.

Quizzes (each quiz is worth 12% of course grade):

Please complete two quizzes on readings and material discussed in class. Quizzes include a combination of multiple choice, true/false, matching, and/or short essay questions. Compel effort.

Universal Design for Learning (UDL) Lesson Plan (15% of course grade):

While referring to the Lesson Plan Builder located on the website for the Center of Applied Special Technology (CAST) at <http://lessonbuilder.cast.org/>, please compose a lesson plan that reflects the principles of UDL. Please consider engaging lessons from the Office of Public Instruction's Indian Education for All resources at <https://opi.mt.gov/Educators/Teaching-Learning/Indian-Education-for-All/Indian-Education-Classroom-Resources>. Teach holistically.

Exceptionality Presentation (12% of course grade):

Please choose an exceptionality category and compose a brief online multi-media informational presentation with one or two of your classmates while also commenting on the presentations from your fellow classmates. Lead with verve!

Classroom Management Plan (16% of course grade):

In lieu of a final exam for this course, please compose a paper that illustrates your personal philosophy of classroom management. Further details will be given in class. Counselor and Graduate students—please consult Scott to learn about a graduate version of this activity. Elevate practice!

Attendance and Participation (20% of course grade):

As a member of our online learning community, your thoughts are valued, valuable, and necessary. When you do not contribute to class assignments and activities, you limit not only your own learning, but also the learning of your classmates. For this reason, please engage our online class each week ready to enliven our readings and work. You are expected to participate fully in online discussions and class activities. You will receive between 25 to 100 percentage points for each of our 15 weeks of classes based upon your timely and substantive activity. Please notify Scott if you will need an extension on an assignment before the due date. Compel learning.

Kindness Policy

I encourage you to practice kindness as well as compassion and thoughtfulness with respect to all your words and actions related to our class. As in the sentiments of famed comedian and actor Lily Tomlin, "We are all in this together—by ourselves." As such, please respect how your individual words and actions ripple through our collective community and consciousness. Be kind.

8. SUMMARY OF PERCENTAGE POINTS AND GRADE BREAKDOWN:

First Days of School Plan	8%	94% and above	A
Learning Module Assessment	5%	92-93%	A-
Two Quizzes @ 50 points each	12% each	89-91%	B+
Universal Design for Learning Lesson Plan	15%	85-88%	B
Exceptionality Presentation	12%	82-84%	B-
Classroom Management Plan	16%	75-81%	C
Attendance and Participation	20%	65-74%	C-
		64% and below	No pass

9. DYNAMIC MAP OF READINGS, CLASS ACTIVITIES AND DUE DATES:

Week 1:

September 2
(Available at 4:00pm)

Activities and Topics: We will find out who we are and study Course Procedures as well as the Syllabus.

Please post: Who are we information by 11:59pm on Friday, September 10th, to the appropriate Moodle forum in Week One.

Week 2:

September 9
(Available at 4:00pm)

Activities and Topics: Please read *The Six Dimensions of Classroom Management*. We will define each dimension and how teachers emulate characteristics of each.

Please post: The Six Dimensions of Classroom Management Definitions and Your Teacher Reflections by 11:59pm on Friday, September 17th, to the appropriate Moodle forums in Week Two.

Week 3:

September 16
(Available at 4:00pm)

Activities and Topics: Please view the *First Days of School learning module*. We will study Introductory Activities, Unity and the Kickball Effect, Developing Rules, Establishing and Modeling Procedures while engaging the First Days of School Plan Activity Description.

Please post: First Days of School Plan by 11:59pm on Friday, September 24th, to the appropriate Moodle drop box in Week Three.

Week 4:

September 23
(Available at 4:00pm)

Activities and Topics: Please read the *Responding to Behavior that Disrupts the Learning Process* article and please view the *Behavioral Management Strategies learning module*. We will study Classroom Management Philosophies, including Behaviorism, Love and Logical Consequences, Teacher Effectiveness Training, and Cognitive Behavioral Modification Strategies.

Please post: Behavioral Scenarios as well as your height in inches by 11:59pm on Friday, October 1st, to the appropriate Moodle forums in Week Four.

Week 5:

September 30
(Available at 4:00pm)

Activities and Topics: We will study the Normal Curve and the Normal Curve Song while analyzing the distribution of our heights.

Please post: The Normal Curve Rewind Questions to the appropriate Moodle drop box and thoughts on your experiences with special education to the appropriate Moodle forum by 11:59pm on Friday, October 8th, in Week Five.

Week 6:

October 7
(Available at 4:00pm)

Activities and Topics: Please read *Chapter One* and view *Part One of the Special Education History and Policy learning module*. We will study the Rehabilitation Act, including Section 504, the Americans with Disabilities Act, and the Six Principles of the Individuals with Disabilities Education Act (IDEA).

Please post: your answer to the assigned 504, ADA, and IDEA question found in *Part One of the Special Education History and Policy learning module* by 11:59pm on Friday, October 15th, to the appropriate Moodle forum in Week Six.

Week 7:

October 14
(Available at 4:00pm)

Activities and Topics: Please read *Chapters Two and Four* and view *Part Two of the Special Education History and Policy learning module*. We will study the eight components of an Individualized Education Program (IEP) and the Disproportionate Representation of Students in Minority Groups in Special Education.

Please post: Answers to the seven questions in the Assessment section in the Assistive Technology learning module by 11:59pm on Friday, October 22nd, to the appropriate Moodle drop box in Week Seven.

Week 8:

October 21
(Available at 4:00pm)

Activities and Topics: Quiz 1

Please post: Answers to Quiz One questions by 11:59pm on Friday, October 29th, to the appropriate Moodle drop box in Week Eight.

Week 9:

October 28
(Available at 4:00pm)

Activities and Topics: Please read *Chapter Five*.

We will engage learning stations and study Students with Learning Differences (LD) as well as Intelligence Quotients (IQ), Response to Intervention (RTI) concepts, Curriculum Based Measurements (CBM), and Universal Design for Learning (UDL).

Please post: Thoughts on questions to ponder by 11:59 pm on Friday, November 5th, to the appropriate Moodle forum in Week Nine.

Week 10:

November 4
(Available at 4:00pm)

Activities and Topics: Please watch *Universal Design for Learning (UDL) video* and view the *UDL learning module*. We will engage the UDL lesson plan rubric and UDL lesson plan examples.

Please post: UDL lesson plan by 11:59 pm on Sunday, November 21st, to the appropriate Moodle drop box in Week Ten.

Week 11:

Friday, November 12
(Available at 4:00pm)

Activities and Topics: Please look through the Attention Deficit Disorders Evaluation Scale for Secondary-aged Students (ADDES-SS) as well as the Exceptionality Presentation Rubric.

Please post: Answers to your assigned ADDES-SS questions to the appropriate Moodle forum and sign up for your Exceptionality Presentation in the Sign-up forum by 11:59 pm on Sunday, November 21st.

Week 12:

Thursday, November 18
(Available at 4:00pm)

Activities and Topics: Please read the *Students with Emotional and Behavioral Differences* article. We will study Functional Behavioral Assessments (FBA), Multiple Tiered System of Supports, including Positive Behavior Interventions and Supports (PBIS).

Please post: Answers to Quiz Two questions by 11:59 pm on Friday, December 3rd, to the appropriate Moodle drop box in Week Twelve.

Week 13:

Please have a happy Thanksgiving holiday!

Week 14:

December 2
(Available at 4:00pm)

Activities and Topics: Please engage materials related to your Exceptionality Presentation and look through the Classroom Management Plan rubric.

Please post: Your Exceptionality Presentation by 11:59pm on Friday, December 10th, to the appropriate Moodle forum in Week Fourteen.

Week 15:

December 9
(Available at 4:00pm)

Activities and Topics: Please engage materials related to your Classroom Management Plan.

Please post: comments on your classmates' Exceptionality Presentations to the appropriate Moodle discussion forum in Week Fourteen and your Classroom Management Plan to the appropriate Moodle drop box in Week Fifteen by 11:59 pm on Friday, December 17th.

"Please have a relaxing winter break."

-Scott

10. CONCEPTUAL FRAMEWORK FOR THE UNIVERSITY OF PROFESSIONAL EDUCATION PROGRAMS

Please continue to practice and share in the vision of the Phyllis J. Washington's College of Education and Human Sciences' conceptual framework according to the following three tenets:

- Integration of Ideas;
- Cooperative Endeavors;
- Respect for Diversity and Individual Worth.

11. MONTANA PROFESSIONAL EDUCATOR PREPARATION PROGRAM STANDARDS

This course aligns with the following indicators related to standard 10.58.510 STUDENTS WITH DISABILITIES K-12:

(a) demonstrate an understanding of the philosophical, historical, and legal foundations of special education;

(c) demonstrate knowledge of exceptional conditions and the impact of learners' academic and social abilities, attitudes, interests, values, beliefs, and cultures on instruction and career development, including the impact on Montana American Indians;

(e) create learning environments for individuals with exceptional learning needs that foster positive social interactions, cultural understanding, safety, emotional well-being, and active engagement;

(g) demonstrate knowledge of and apply research-based instructional strategies to individualize learning, and to plan, develop, implement, modify, and evaluate curriculum;

(h) demonstrate knowledge of multiple types of assessment information for educational decisions; demonstrate knowledge of legal policies, ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with exceptional learning needs, and understand measurement theory and practices for addressing issues of validity,

reliability, norms, bias, and interpretation of assessment results;

(j) demonstrate understanding of personal, cultural, and socioeconomic biases and how teaching style differences affect one's teaching.

12. Statement on Diversity, Equity, and Inclusion

The University of Montana seeks to enhance diversity by recognizing and embracing the differences in age, ideas and perspectives, disabilities, creed, ethnicity, gender identity, gender expression, veteran status, national origin, race, religious and spiritual beliefs, sex, sexual orientation, and the socioeconomic and geographic composition of its faculty, administrative professionals, staff, and students.

This course aligns with the following standards developed by the Council of Chief State School Officers (CCSSO) and the Interstate Assessment and Support Consortium (InTASC):

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teachers seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*"Thank you for your attention to the information on this syllabus
and thank you for being in this class."*

-Scott